

HIGH SCHOOL REDESIGN

September 25, 2009

USOE, Room 156

1:00 – 3:00 p.m.

Attendees: Al Church (AMES); Deb VanGorder, Rachel Hill, Leslie Allen, Jethro Jones (Canyons); Judy Mainord (Carbon); Sonia Woodbury (City Academy); Muriel Mann, Jill Snyder (Davis); Mary Alice Rudelich (Granite); Carolyn Gough, Stephen Jolley (Jordan); Greg Lewis (Ogden); Kari Hull (Summit Academy); Lynne Greenwood, Gerolynn Hargrove, Marty Kelly, Mary Shumway, Dawn Stevenson, Craig Stoker (USOE); Mary Johnston (Weber)
Notes: Patty Hunt

1. Welcome and Introductions (Lynne)

Lynne welcomed everyone to this meeting. Each attendee gave their name and district/school. Lynne commented that this committee has an opportunity to make a difference in education for Utah's students. While there are great things happening in our schools, our charge here is to think outside the box.

2. Discuss Committee Objectives (Lynne)

To create conditions for educational innovation and reform for the purpose of increasing student achievement, closing the achievement gap, and preparing students for success in college and careers.

3. Discuss LEA Reform Efforts (Group)

Lynne asked for comments from members of the committee regarding their own school or district as it relates to innovative ideas and high school redesign.

- *AMES*
 - *Grades 9-12*
 - *Summer session for incoming 9th graders*
 - *Study skills, time management, test-taking skills, and etc.*
 - *School day begins at 7:30*
 - *PD efforts include training on writing across the curriculum, literacy in all content areas, differentiation, student-ready (student performance and student success)*
- *Itineris*
 - *Grades 11 and 12 only*
 - *Located in the Jordan District*
 - *Teacher cohorts meet weekly for classroom preparation*
 - *Training includes note-taking, curriculum content, and student portfolios*
 - *Just school, no bells, no whistles*
- *Carbon District*
 - *Looking at technology in school models*
 - *Vocation-based instruction given non-traditional student background*
 - *"Vertical training": Language Arts scores at 91% this year*
 - *Math and Science (USTAR)*
 - *Data used to track students*
 - *Need for paradigm shift regarding school mindset: desks, bells, and etc.*
 - *Adolescents need to "open up"*

- *City Academy*
 - *Grades 8-12*
 - *“Personalization” makes a difference*
 - *Students as stewards of their own education*
 - *Relationships, relevance, rigor*
 - *Context and inquiry-based curriculum*
 - *Writing with content across all courses (opinion and research)*
 - *Senior service learning as it might apply to a career*
- *Canyons*
 - *WestEd research: college readiness and success related to course-taking patterns (e.g., classes higher than Algebra 2 as an indicator for college success)*

4. Discuss Race to the Top & Relationship to HS Reform (Group)

(Please refer to power point.)

Utah is eligible for approximately \$440 million over a 4-year period.

It is estimated that each SEA would spend approximately 642 hours of staff time to prepare applications.

Four Assurances and Team Leads:

Standards and Assessments (Lynne Greenwood / Mary Shumway)

Data Systems to Support Instruction (John Jesse)

Great Teachers and Leaders (Syd Dickson)

Turning Around Struggling Schools (Ann White)

The intention is to have the application ready to go before the Christmas break.

Awards should be made early in 2010.

5. Desired Committee Outcomes (Group)

- *Course timing: Biology is taken as a sophomore and not seen again until college; ready for Math at time of delivery.*
- *Transition from junior high to high school.*
- *Summer or trimester classes in financial literacy and etc. to allow for other electives during normal school year*
- *Fluency in Language Arts and Math*
- *12th grade curriculum is a challenge*
- *Address rural district needs: lack of certified math teachers*
- *Adolescents need to want to attend school*
- *College pace is 17 weeks vs. 36 weeks in high school*
- *Some innovations not doable due to IT: need to fit their parameters, fit in the box, fit into reporting parameters*
- *Early identification and early intervention*
- *Students teaching students*
- *USTAR for History and Social Studies*
- *PD for principals to include leadership PD*

6. Next Steps

- *Race to the Top*

- *Guidelines*
- *Flexibility*
- *Best practices*
- *Expertise and statewide sharing*
- *Commonalities*
- *Proposed reforms are doable: CUSAP is a killer*
- *Take something else off the table*
- *Sustainable*
- *Willing to accept failure*
- *Small communities allow students to find a “place.” Too much opportunity to “drift” in traditional schools.*
- *Explore Plan, ACT, PSAT*

Next Meeting: *Friday, October 9*
11:00 a.m. – 2:00 p.m.
Loc: TBA